

Oatley Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Oatley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Debbie Hunter

Principal

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Message from the Principal

Parents, students, teachers and community, and especially the student leadership team have had a very important role this year in the leadership of this school and today is a testament to your ability to lead the students in this school and to perform your school community roles with expertise and confidence. I have been very grateful to you all for your leadership and the significant support you have provided for your peers and younger students in this school. We pride ourselves at Oatley to ensure we provide opportunities that develop the whole child in intellectual quality, in their social & emotional wellbeing, in creativity & physical development and to nurture the skills of

1. Critical thinking and problem solving
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative
5. Effective oral and written communication
6. Accessing and analysing information
7. Curiosity and imagination

Our core business at Oatley Public School is about improving all our students' educational outcomes. The teachers were involved in our school evaluation 2016 process and it was a privilege to be part of an exceptionally talented team of educators. Discussions centred around teachers looking at student goal setting and how evidence showed the value of students taking responsibility for their learning tasks. Asking what students already knew about a topic and what is it they would like to learn gave students a very powerful voice in their learning. How students valued others opinions and enjoyed the opportunity of being given high order thinking tasks. Students reflected on how project based learning with explicit teacher instruction had provided opportunities for them to be challenged and to think creatively. Students are now more confident in attempting to problem solve global & ethical issues and apply strategies they have learnt to authentic issues we hear and see everyday and make significant connections to their learning. Teachers integrating units of work in their classrooms has provided students with constructive use of time and challenges students while differentiating the learning to meet individual student's needs. It has also increased student engagement in their learning, making them more capable of meeting high expectations and to take risks in their learning. The language of Consistency, effective feedback, student and teacher reflections, effective leadership, sharing, collaborative, team building are common language spoken among the teachers and reinforced by seeing our students in action. It is an exciting time in education. Our students' futures sit under an umbrella of new departmental reforms so that greater consistency can occur

public schools, standards are applied to the quality of the teacher performance to an award credential, greater accountability financially is now streamlined within the DoE and school based funding is aligned to the individual school's family and occupation and employment index.

In 2017 Oatley maintains resource allocation funding and will continue supporting differentiation of student outcomes by allowing specialist teachers to be trained in specific reading strategies who then implement them into classroom practices and to individual students.

Local School Local Decisions continues to provide more authority to Principals to make decisions within their community to meet the unique context of the school.

Every Student Every School will introduce the new–National Disability Insurance Scheme in 2017 to students who are eligible. Leadership & teacher quality continues to ensure Oatley teachers have access to quality professional learning opportunities and that there is effective school management of maximising school learning time. Oatley will continue to provide clear criteria of high expectations of what is learning ensuring skill acquisition, providing stimulating curriculum and setting high standards for achievement for all our students. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

Wellbeing framework is about the procedures we have in our school to support student safety, learning and student advocacy which in turn leads to student engagement. This wellbeing looks at three domains within this school context.

Institutional (school) includes Valuing school outcomes, Positive school behaviour and Homework behaviour.

Social/emotional wellbeing includes Sense of belonging, Participation in sports & clubs, Positive relationships and

Intellectual engagement includes interest & motivation, effort and quality instruction.

Drivers of student engagement include Quality instruction, Learning climate, Teacher student relationship, Expectations for success and Advocacy at school. Disengagement of student engagement includes Anxiety, psychological problems, social, economic factors, level of parent involvement in child's education

Literacy/Numeracy strategy DoE 2017 – 2020 targets is to get 8% increase in the top two bands of NAPLAN results. Our evidence shows that we meet this target, however, our role is to maintain this target and to ensure ongoing value added to all our students.

Community engagement initiatives which we try to engage parents in beneficial activities. However, our parent surveys and parent forums have shown positive understanding of our quality learning environment and significance but as a school we need to show parents the intellectual quality that takes place within our school classrooms. A clear future direction for us.

In summation we are a school who respects the values we teach and model these values to our students ensuring fairness and social justice. We are advocates for respectful relationships and in our changing world climate we want our children to be emotionally strong, resilient, stand up, speak out and take ethical & responsible actions for themselves and others. Thank you for your support in your child's education in our public school which is greatly valued and appreciated. We look forward to continuing that partnership. It is in working with this partnership of dedicated educators, parents, community and amazing students, that we will enable our students to be supported in this learning environment. We must invest in our students' futures as they are the learners in this new challenging world of ours.

Debbie Hunter, Principal

Message from the school community

Throughout the year the P&C support initiatives for fund raising in the school. Support for programs such as Got Game, Athletics, Ground hire for athletics carnival, Science incursion and teachers wish list items from Spring Fair, Year 6 farewell cake and Kinder Welcome Party for new parents into our school. These projects were all made possible through the hard work of the many fundraising areas within the P&C including the Canteen, Uniform Shop, Spring Fair and our hard working Fundraising Team and of course the parents of the school community. The children had many other special days and opportunities throughout the year including, Easter Egg Raffle and hampers, Mother's Day Stall, Dad's Big Breakfast, Fun–Run–A–Thon, Entertainment Book Drive, Christmas Disco and the Seniors Christmas Lunch. Over the past two years a Building Fund has been established through the P&C and this fund enabled an upgrade and refurbishment of the Library shelving in partnership with the school. From a survey conducted in 2015 the P&C has prioritised environmental playground upgrade for the students therefore monies raised have been carried over in the last two years for this project. A grant has been actioned for 2017 to see this project come to fruition. A cricket grant and Butterfly garden grant were also achieved this year and that project will be completed in 2017. The rich learning environment we are working together to create will continue to directly benefit the students here at Oatley Public School.

Message from the students

The students in the Oatley Student Representative Council (SRC) meet weekly in the 5/6G with Miss Fernandez and Mrs Gadaleta. All students attending represent their classmates and provide ideas and feedback on school business at each meeting. The members of the SRC are aware of their roles and responsibilities within the school and take their duties seriously. School captains relay any relevant concerns or information back to Mrs Hunter to action. This year we have worked with students, parent and the wider community to fundraise for several different causes that are important to Oatley Public School. Our first fundraiser for 2016 was selling cakes and other edible goods at the Election Day cake stall. Parents, friends and students from the school worked hard to make delicious food to be donated for this event. We were able to connect with the wider Oatley Community and raise over \$10, 000 which were much needed funds for our school. Crazy Hair Day was a fundraiser we ran to raise money for the Leukaemia Foundation, we supported Sids for Kids by holding a Red Nose Day fundraiser so money raised goes to worthwhile causes. Our major fundraiser for the year was our Jump Off day for the Heart Foundation. Our school was supplied with over 100 brand new skipping ropes to get students training and motivated for the event. The students of Oatley Public school raised \$6500 for this worthwhile cause. Heart disease remains the single leading cause of death in Australia. By supporting the Heart Foundations Jump Rope for heart, our school community is making a positive contribution, raising much needed funds for heart research. We participated in the Kmart Wishing Tree Appeal, where students bought a Christmas present for a boy/girl less fortunate than them and who often go without presents during the festive season. An activity that the SRC introduced to Oatley Public School this year was the Oatley's Annual Soccer Tournament (OAST) and this activity soon became the most popular activity at lunch times. This competition allowed students to form teams of 7, who would then verse other teams in the same stage in a knockout competition. A teachers team was even formed who played the students during various rounds. Student Leaders, SRC members and House Captains referred the games and they handled all situations that arose with confidence, demonstrating their exceptional leadership skills during all games. The students had so much fun versing one another and those that did not play in a team were more than eager to cheer their friends on from the sidelines. It was an activity that brought all students and teachers together and it has been requested by many to return next year. Finally, our SRC coordinated our annual Senior Citizens Luncheon. This is a fabulous celebration which brings together senior citizens from our local community for a day of food, fun and laughter. We liaised with Oatley IGA and their coordinator Linda Robinson to provide the seniors with a free Christmas lunch and hamper to take home. Students from Oatley Public School provided a variety of entertainment with the choirs performing traditional songs and Christmas carols. We served food, drinks, ushered and cleared tables with a generous spirit. The luncheon was a fantastic way to end the wonderful year we have had together as SRC members and enabled us to develop a strong sense of giving within our local community.

School background

School vision statement

We asked our school community to tell us what their vision of expectation would be while students start and finish in a primary school setting in this world of 21 Century learning. This provides a mutual understanding of our vision as many of the skills and qualities are evident from this school community.

Students

Confident, responsible, independent worker, an achiever, make the right choices, be more intelligent, creative, collaborative, open to new things, cooperative, team player, caring, follow school values, respectful, caring, engaged learner, a goal setter, be fair, unique, successful, flexible, reliable, researcher, organised, competent, leader, happy and knowledgeable.

Teachers

Enthusiastic, initiative, literate, numerate, safe, self-respect, know their strengths and challenges, sense of belonging, effective technology skills, critical thinker, problem solver, cooperative, social competencies, leadership qualities, happy, resilient, innovative, effective communicator, ongoing success, motivation, resourcefulness, manners, empathy, pride in their achievement and risk taker.

Parents

Collaborative learner, resilient, adaptable, creative, love of learning, internet smart, caring, ethical, social, thoughtful, compassionate, secure, self-confident, capable, literate and numerate, positive self-esteem, self-disciplined, tolerant, happy, manners, make good judgements, independent, critical thinkers, reasoning skills, fair, positive attitude, enjoy learning, internationally aware, honest, integrity, leadership, understanding commitment, tolerant of all cultures and a solid grasp of core fundamentals.

School context

Oatley Public School has established a school brand of ENVIRONMENT COMMUNITY OPPORTUNITY...every child a success. To ensure we capture these qualities we provide a safe and caring learning environment, fostering mutual respect and prepare our students to achieve success. We support students in their development of social maturity and enthusiasm for life-long learners who become contributing members of society. Oatley Public School is situated near the Georges River drawing students from a wide range of socio-economic backgrounds, including those living on waterfront land, large suburban blocks and rental properties. The school is on a split site separated by Neville Street. Both sites are easily accessed. To improve student safety a boom gate has been installed, effectively closing Neville Street between 8:00am and 4:00pm on school days. The school has spacious, well maintained grounds. The school has provided quality education to K-6 students since 1917. It is a supportive and nurturing environment for students in which learning is valued. Student welfare is a priority and students are encouraged to achieve success. Student welfare underpins all the quality teaching and learning programs for students. Student learning is enriched by a variety of extra curricula activities offered through the school. Parent expectations of student achievement and opportunities are extremely high and the community actively support the school through participation in numerous programs. Data gathered from a wide range of sources across the school continually indicates that literacy and numeracy results for our students are consistently above the state average. This has been an ongoing trend. Oatley Public School staff are embracing quality teaching strategies and the skills development of higher order thinking skills especially with our talented students and in supporting the value added for students from Year 3 to Year 5. Whole school enrolment has continued to increase. Demographics have changed slowly over the past few years, still predominantly Anglo Celtic. The 2015 enrolment is 506 students of which 42% will be from non-English-speaking backgrounds representing 32 language backgrounds other than English.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan

leading to further improvements in the delivery of education to our students. This year, our School Leadership team at Oatley Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated throughout Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations. School evaluation processes were a focus within the community. In the domain of Learning, our efforts have primarily focused on student voice, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among staff and students and community has been a feature of our progress. The fundamental importance of students taking responsibility for their learning is providing an outstanding way to build a culture of trust, respect and valuing and understanding of the learning & teaching taking place. The results have been evident in the way that students are understanding high expectation of their learning and increasing their engagement in the assessment of their learning. Identification of individual learning needs and differentiation has been critical to our progress throughout the year. Students with varying learning needs are being identified for either early intervention strategies, engaging in higher order thinking in consultation with their parents. We have also successfully provided an authentic connection to our Aboriginal community in learning at the school. The school changed teaching practices in Literacy and Numeracy through a strong emphasis on assessment using the literacy and numeracy continuum. The data wall consistently shows evidence of value added in student progress and the impact of classroom programs. Our major focus in the domain of Teaching has been on effective classroom practice, collaborative practice, learning and development and the use of professional standards to guide staff development for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, our staff are developing our own evidence based practice through their reflections and evaluations through the Quality Teaching Domains and elements. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self-identified professional learning. Through a strong culture of collaboration and learning and development, the new Bring your Own Device program continues in Years 5 and 6. The school's implementation into classroom practices have been identified by several other schools as exemplar and the teaching staff have presented at other schools evidencing system leadership. In the domain of Leading, leadership in strategic professional learning and management practices using collaborative processes have been prioritised. The school also focussed on the leadership dimensions of establishing goals and expectations, strategic resourcing, planning, co-ordinating and evaluating Teaching and the Curriculum, promoting and participating in Teacher Learning and Development and ensuring a supportive and orderly environment. The consistency and effectiveness of implementation of these dimensions in this strategic direction throughout the year has built a strong foundation of leadership capacity across the school with exemplar management in place. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture and creating positive pathways for community consultation processes. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Students be successful competent and creative 21st Century learners.

Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful opportunities will support critical and creative thinking, teamwork, problem solving, independent and resilient learners.

Overall summary of progress

In 2016 we achieved our improvement measures in NAPLAN in Reading, Writing and Grammar and Punctuation. During 2016 our goal is to maintain our results in Reading, Writing and Grammar and Punctuation whilst targeting improvements in Spelling and Numeracy. There will be an increased focus on spelling rules and the introduction of Spellodrome. In Numeracy, the focus will be on the language of mathematics and the development of problem solving skills. We will also maintain our focus on the development of 21st Century competencies through open ended tasks that promote higher order thinking. In 2016, we will be using the Literacy Continuum to continue to track student progress in Reading Texts and Comprehension and continue to strive for 80% expected growth at exit Cluster marker for each grade. The focus will be on working with specific grades that achieved well below the 80% expected growth and develop teacher professional knowledge of the Literacy Continuum. We will also begin to track student growth in the Critical Aspect of Writing and will also be working towards 80% expected growth of students achieving exit cluster marker for their grade. Our focus will be to create a stronger student voice and integrate goal setting focus in student learning, assessment and reporting. We will continue to promote the use of iPads in the classroom with teachers engaging with ongoing Professional Learning to improve their knowledge and skills in order to provide our students with increasing opportunities. Our new Scope and Sequence for ICT skills K–6 will continue to be a priority in stage planning and the checklists will be used to ensure all students have access to the full curriculum, including those outcomes that can only be achieved with access to various technologies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data Wall tracking (Outcomes based assessment) & PLAN (Literacy and Numeracy Continuum) data showing expected growth for 80% of all students.	Report data shows 80% of students achieving their stage based outcomes in Literacy & Maths. Evidence is collated in graphs from Semester Report data. This is also provided to all parents so parents can gain specific information on their child against the cohort of students in their grade level.	Teacher professional learning funds \$11,185 and Literacy/Numeracy funds \$6729 combine
NAPLAN targets: Numeracy: 65% of Year 3 students and 65% of Year 5 students in the top 2 bands. 65% of students in Year 5 achieve expected growth.	Year 3 2014 = 50%, 2015 = 54.1%. 2016 = 61.5% Year 5 2014 = 50%, 2015 = 48.6% (expected growth 73.4%, 2016 = 40.4% (expected growth 64%)	EAL/D staffing LaST staffing Global funds \$40,000 allocated to resources and professional learning opportunities.
Reading: 65% of Year 3 students and 40% of Year 5 students in the top 2 bands. 65% of students in Year 5 achieve expected growth.	Year 3 2014 = 53%, 2015 = 72.9%. 2016 = 72.3% Year 5 2014 = 38%, 2015 = 59.7% (expected growth 74.6%, 2016 = 51.9% (expected growth 62%)	EAL/D staffing LaST staffing Global funds \$40,000 allocated to resources and professional learning opportunities.
Writing: 70% of Year 3 students and 55% of Year 5 students in top two bands. 65% of students	Year 3 2014 = 62%, 2015 = 75.3%. 2016 = 67.5%	EAL/D staffing LaST staffing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
in Year 5 achieve expected growth.	Year 5 2014 = 21%, 2015 = 41.7% (expected growth 69.8%, 2016 = 28.8% (expected growth – no results available)	Global funds \$40,000 allocated to resources and professional learning opportunities.
Spelling: 65% of Year 3 students and 60% of Year 5 students in top two bands. 65% of students in Year 5 achieve expected growth.	Year 3 2014 = 63%, 2015 = 61.2%. 2016 = 77.1% Year 5 2014 = 60%, 2015 = 59.8% (expected growth 60.3%, 2016 = 48.1% (expected growth 48.1%)	EAL/D staffing LaST staffing Global funds \$40,000 allocated to resources and professional learning opportunities.
Grammar and Punctuation: 75% of Year 3 students and 65% of Year 5 students in top two bands. 65% of students in Year 5 achieve expected growth.	Year 3 2014 = 75%, 2015 = 70.6%. 2016 = 78.23% Year 5 2014 = 52%, 2015 = 61.1% (expected growth 68.3%, 2016 = 55.8% (expected growth 48%)	EAL/D staffing LaST staffing Global funds \$40,000 allocated to resources and professional learning opportunities.
Students engage in a self or peer assessment of a writing sample using a rubric.	Students retain writing journals over the year to show their creativity and mechanics of learning to write effectively. Evidence shows individual growth of students against the syllabus outcomes and this is communicated on students formal Semester reports to parents. Student learning goals are linked to this writing rubric and also evidenced on the formal Semester student report to parents twice per year..	Teacher Mentor
TTFM survey showing 60% student engagement with links to OPS LST data on student wellbeing.	Students feel challenged in English/Maths 41% Students not challenged but confident 40% Challenging and not confident 17% LST data base showed 194 out of 530 students referred and accessing accommodations to their learning. Drivers for disengagement were anxiety, psychological problems, socio/economic factors, level of involvement in child's education.	Teacher mentor
90% Collaborated Integrated units (PBL) showing higher student engagement in developing their deep understanding and significance.	100% teachers supported in Integrated units for differentiation. However 50% teachers implement Problem Based Learning strategies in their classes. High engagement of students is being seen by the teachers in these classes. Sharing of this knowledge collaboratively and teacher mentoring is in the developing stages to increase this engagement by students through teacher programs..	Teacher mentor

Next Steps

Strategies to maintain implementation for future directions.

Teachers need to be more intentional about teaching 21st Century skills in all subject areas. Connect to Buck Institute of Education – Project based learning. Authentic learning/ real world applications/ make it relevant. Integrate curriculum

areas Collaborative work. Spend less time talking. Become familiar with Bloom's (digital) taxonomy. Research projects. Start small – what's 1 thing you can implement in the next 2–3 weeks? Action website Scootle.

Starting with Assessment– Assessment 'for' Learning. Maintaining implementation strategy– KWHL Charting The information that these charts provided allowed teachers to: identify learning needs of particular students or groups align instruction select and adapt materials and resources create differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning provide immediate feedback and direction to students

Assessment 'as' learning Self and peer assessment, encouraging students to think about: What is the purpose of learning these concepts and skills? What do I know about this topic? What strategies do I know that will help me learn this? Am I understanding these concepts? What are the criteria for improving my work? Have I accomplished the goals I set for myself? Assessment 'as' learning Using observations and student work samples to evaluate: What is working? What is not working? Where to next? Assessment 'of' learning. Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. In order to accurately assess students learning we had: a rationale for undertaking a particular assessment of learning at a particular point in time a range of alternative tasks for assessing the same outcomes clear descriptions of the intended learning – WILF, WALT processes that make it possible for students to demonstrate their competence and skill Assessment 'of' Learning (Stage 1) Strategy: Project Based Learning. The PBL project aimed to allow students to use this knowledge and apply it, to create.

PBL encouraged and promoted the 21st century skills of creativity, collaboration and critical thinking. Parents commented that 'homework was interesting and their children were highly motivated to complete it' Reflecting on the learning sequence, teachers stated: Students (survey, 2016) students were highly engaged and motivated learners' students took initiative and linked their learning to life experiences' students gained a deeper understanding of content because of the connections made across key learning areas' Staff (survey, 2016) we gained a deeper understanding of syllabus content' sharing ideas, resources and moderating assessments was time efficient and effective for reporting'



Strategic Direction 2

Teachers are high performing, collaborative and dynamic.

Purpose

To ensure that whole school practices enable all students to be highly engaged in school and technologically competent. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically obtaining evidence in a monitored disciplined process.

Overall summary of progress

RECOMMENDATIONS From 2016 Reports for 2016 QTR practices. Quality Teaching Rounds will remain static throughout 2016. This will be strengthened through continued teacher professional learning on varying elements of the Quality Teaching framework and professional readings. Problematic Knowledge and Higher Order Thinking not as highly coded in earlier grades due to lesson content – PK – 3 lessons coded 2 and HOT – 3 lessons coded 2. Cultural Knowledge not evident in most lessons – 10 lessons had a Code 1. 10 lessons given Code 2. Elements for future follow up as these Elements had less than 5 teachers Coded 5:i. Narrative – Significance Connectedness – Significance. Background knowledge – Significance Student Direction – Quality Learning Environment. Student Direction – Quality Learning Environment. Deep Understanding – Intellectual Quality. Key Strategies for 2016. QTR to continue for teacher professional learning 21st century projects to show skills of the learner by differentiated programming, planning and delivery from teachers to students. Adding these competencies along with value into the Semester 1 & 2 reports. Professional Development Plans showing teacher reflection and growth in their knowledge linked to National Standards. ICT continuing in Stage 3 BYOD and into Year 4 delivering programs in coding. Aspiring Leadership, new induction program & ongoing maintenance in accreditation being maintained.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% Teacher TTFM showing 8.5 results from 4 dimensions of classroom/school practices and drivers of student learning.	Eight drivers of student learning 2015 average 7.9, 2016 average 8.05 Four dimensions of classroom/school practices 2015 average 7.975, 2016 average 8.05	Teacher mentor
School Reporting System inclusive of 21st Century Learner Capabilities and student reflection on their personal and learning goals added to individual student report.	All students setting personal and learning goals. Clear pathways of visible expectations developing in classrooms.. Student goal setting discussed in our three way parent – student – teacher interviews in Term 1 where students reflect upon their achievements. Students continue to reflect with goals in formal written Semester Reports to parents. Capabilities are a component of the student's individual reports.	Teacher mentor
Increased engagement with evidence based research in the area of quality teaching, informed by data and reflected in professional learning plans and Qualitative evidence through teacher surveys.	QT summary Data. Staff Survey. Parent focus group data. PDP Annual review document links to school plan & professional standards. Executive evaluation presentations. This is a main project throughout the school to ensure professional learning opportunities are a culture of the school. Mid term and end of year evaluation reports are reported inclusive of parent, student, teacher focus groups. Summation of pre/post data is collated and linked to research practices providing informative and summative assessment of past learnings and future directions. A strong culture of professional learning is embedded in Oatley Public School.	Quality Teaching funds \$22,370 Tied TPL: Teachers provided with RFF to complete lesson observations QTSS. External QTR Consultant approx \$800. Teacher Mentor: 1.0 FTE. QTSS: 0.18 FTE. Beginning Teacher Funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers keep a learning journal at a proficient standard documenting their reflection of classroom practice via the QT framework, and includes the school focus on setting targets and goals within the theme of 'collaboration and improved knowledge and understanding'.	Teachers keep a journal of the codes and conversations on their practice during their Quality Teaching Rounds. This enables reflection and growth against the framework of dimensions and the links to the teacher professional standards.	QTR consultant \$8000 Professional Learning Funds
30% of teachers achieve highly accomplished standard regarding the knowledge and understanding of the QT model, and provides evidence for their proficiency standard according to the National standards.	In the developing phase as data is informing us that the teaching practices are of a high standard against the QT framework and the school needs to equip the professional support to enable these teachers to work towards the Highly Accomplished Teacher standard. The school is also recognising these teachers as future mentors to other teachers.	QTR consultant

Next Steps

Strategies to continue to implement into 2017

Taking the comments from the majority of teachers, Quality Teaching Rounds should be continued but with some variations or different focus: Co-operative programming using the QT. QTR between teams, not across the grades. Co-operative planning of the lessons to be observed by the whole Pod of teachers – i.e. all teachers are involved in the planning of the lessons so that they are all fully aware of the background of the lesson and the students. A definite focus on the elements in Significance, but with continued study of what the elements of Intellectual Quality and Quality Learning Environment can be demonstrated in classroom practices. Effective Feedback came through in parents responses and it is also an element that was not always coded as highly as other elements. The value evident in the Focus Groups for students and community should ensure that they be continued. Wonderful feedback on which to plan for future directions at the school. Assessment tasks to be coded in the same way as QTRounds. Teachers to have more knowledge about the value of Ongoing Assessments rather than one of tests. For each QT Round, participants should be asked to read an article assigned to or chosen by the Professional Learning Community and prepare for a discussion, prior to the commencement of the QT Round or Planning Session.



Strategic Direction 3

A high performing school and a community that is inclusive, informed and engaged.

Purpose

To build stronger relationships enhancing community engagement and participation in a collaborative and sustainable manner that embeds a system of values and a culture of success. Through reflective practices and whole school planning creating effective partnerships which contribute positively to the school community promoting student learning.

Overall summary of progress

Key Strategies for 2016. White Ribbon – continuation Strengthening family and community engagement to continue to build strong community partnerships. Parent engagement – Urban Landscape project. LMBR project – training of staff for next steps in the new financial, administrative and student welfare systems. Maintaining online communication to the school community through website, online newsletter and school stream APP presence in all languages. Continuing with physical paper notes for communication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
LST data base provides percentage of students that have parent consultation that supports individual accommodations in curriculum and wellbeing programs.	Learning Support Team data base showed 194 out of 530 students referred and accessing accommodations to their learning. Drivers for disengagement were anxiety, psychological problems, socio/economic factors, level of involvement in child's education.	LaST and School Counsellor extra allocation FTE 0.2
Website and school stream APP provides updated communication to parents inclusive of new policy implementation and school initiatives inclusive of student learning and teacher professional learning initiatives.	Ongoing initiatives to streamline communication with website and APP. Parent forums engaging psychologist, reading tutors, speech therapist and Occupational Therapist. Training parents in Oral Language programs, multiliteracy and multiliteracy programs and class reading programs. Increasing parents awareness of 'how student learn' and building student capacity.	\$4000 Community Engagement Funds
Strategic Management Plan collaboratively evaluated, updated and revised to ensure consultation with the community and future direction supported by evidence presented.	7 December School evaluation data presented to school community. Evidence linked to Schools Excellence Framework & 2017 Future Directions for OPS. Report feedback from parents. School evaluation provides future directions for 2017 planning in leadership & management areas of the school plan. Explicit themes of what works – strategies	Executive entitlement 1.0 FTE. Community LSLD funds \$2,000 .QTSS utilised for executive.
Increase the number of students that participate in three way interview process at the end of Term One from 20% to 90% to connect partnership of how students learn and what their child learns.	From Parent focus group: The responses for What do you think learning is for your child showed a lack of knowing what learning really looked like and when I asked if their child told them about how they learn the response was overall the same – "I haven't really asked how they learnt something. Just what did you learn?" Parents were all very willing to talk about Feedback to students. It was apparent that they felt their children did not understand what a mark meant – i.e. what	Executive entitlement 1.0 FTE. Community LSLD funds \$2,000 .QTSS utilised for executive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students that participate in three way interview process at the end of Term One from 20% to 90% to connect partnership of how students learn and what their child learns.	did they have to do to get it correct. Increased attendance with students was 60% to 70% with grade variances.	Executive entitlement 1.0 FTE. Community LSLD funds \$2,000 .QTSS utilised for executive.
Collation of data from parent Tell Them From Me survey to show 8.0. Increase respondents in the parent survey.	Parents support Learning at home 5.8 School supports Learning 7.8 School supports positive behaviour 7.8 Inclusive (differentiated curriculum) 6.2 Parents are informed 5.8 Parents feel welcome 6.7	Executive entitlement 1.0 FTE. Community LSLD funds \$2,000 .QTSS utilised for executive.

Next Steps

Strategies for future 2017 initiatives.

Upgrading Schoolstream APP with absentee notes for parents to align school policy more effectively.

Connecting 2017 school centenary to the existing website.

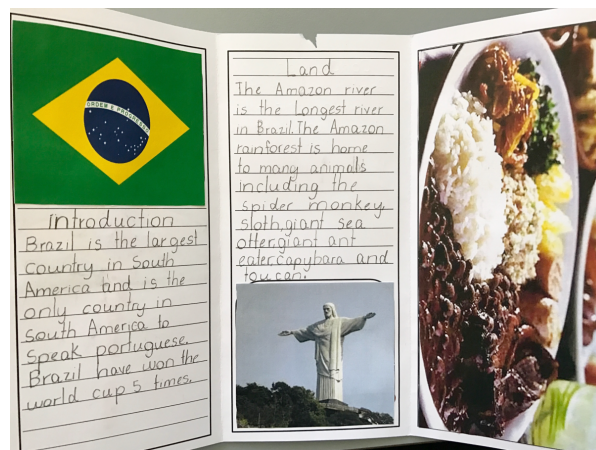
Develop better means of communication to parents from class teachers to see and value what their child is learning and how they learn.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	School initiated two major programs – Leadership professional Development in Dare to Lead program including executive, teacher, & parent participation. Whole school partnership inclusive of all students to celebrate Aboriginal culture & traditions.	\$1801
English language proficiency	<p>Oatley Public School embraces the cultural and linguistic diversity of the school community. Students who are learning English as an Additional Language or Dialect (EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills so that they are able to participate fully in school activities and achieve equitable educational outcomes. There has been consistent growth in the number of students and classes and as a result, the school has had a relative increase in the number of EAL students. Overall, 47% of students at Oatley Public School come from a language background other than English. These students represent a total of 33 different language groups. Oatley Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2016, there has been funding for three EAL/D teachers working a total of seven days (or 1.4 loading) to provide this program. Subsequently, class teachers are also supported by EAL staff in meeting the learning needs of these students. Students whose English language skills are developing, receive the necessary support from EAL teachers through targeted programs which are delivered in a team-teach arrangement within the classroom and/or in a withdrawal capacity. Due to the explicit nature of EAL teaching, the staff has found the team-teaching model a more effective option for the class as a whole. This year has seen the implementation of a new literacy program (Seven Steps to Writing Success) which the EAL/D team led in K-2. This included K-6 Staff development Day Teacher Professional Learning and team teaching. The staff has embraced whole-class resourcing from the EAL teachers and this has proven a valuable support tool for all students in literacy as well as programs from other Key Learning Areas. Technology within the EAL setting continues to be a focus when utilising the schools' iPads during teaching activities. These iPads allowed EAL students to access a variety of highly educational and interactive applications and tools to enhance their English proficiency and were extremely popular among the students. The new EAL model for NSW Public Schools included the transition to a new title of EAL (English as an Additional Language) instead of ESL (English as a Second Language). This change acknowledges that English does not</p>	<p>Staffing allocation – FTE 1.8.</p> <p>\$13, 177 flexible funding.</p>

English language proficiency	necessarily have to be a student's second language; rather it is an additional language that the student is exposed to and/or proficient in. Also undergoing change was the way in which students were phased in terms of their English language proficiency. Previously identified as being in one of three broad phases of English language competence, the new phasing tool, now known as the EAL/D Learning Progression is a four step tool for EAL teachers and will allow the linguistic progression of students to be closely monitored. 2016 saw the continuation of using the new English Syllabus, which incorporated the ESL scales. EAL teachers were able to align and track their students along the literacy continuum and the school's Data Wall. Further professional development in this area is scheduled for 2016	Staffing allocation – FTE 1.8. \$13, 177 flexible funding.
Low level adjustment for disability	The LaST role actioned early intervention support for all identified students either in developing individual learning plans, individual behaviour plans, accommodations in differentiating the program, liaise with interagency support including School Counsellor and early identification of preschool into primary school programs. This is kept on a confidential data base which is updated and monitored against student learning. The LaST coordinates the teachers' aides programs up skilling and differentiating the student's individual needs.	Staffing Allocation FTE 0.6 Flexible Funding \$22,880.
Quality Teaching, Successful Students (QTSS)	Teachers were encouraged to reflect on their own practice and broader practices within the school, so that the professional conversation moves beyond the observed lesson. Such conversation deepens teachers' understanding of curriculum, assessment and pedagogical decisions and how they improve students' learning experiences. The Oatley teachers are also required to complete mandated professional learning training in Child Protection and e-emergency care procedures. Individual teachers support their professional knowledge by attending professional learning courses or going on line to pursue areas that they require for understanding and catering for their student's individual needs in their class. Examples are Occupational Therapy, Speech Programs, Select mutism and anxiety.	FTE – 0.18
Socio-economic background	Skilling teacher to be trainer for Multi Lit Reading program to train parents in 2016. Supporting student initiatives to ensure equitable access to curriculum outcomes.	\$6,605
Support for beginning teachers	In 2016 our beginning teachers at Oatley Public School have been provided with many opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices. The Department of Education and Communities have continued to provide extra professional	\$40,133

<p>Support for beginning teachers</p>	<p>learning funds under the Great Teaching, Inspired Learning initiative for permanent beginning teachers, ensuring opportunities for teacher development are initiated by the school. These funds have provided access to targeted external professional learning, in school support, mentoring and additional opportunities for reflection and peer feedback using the Australian Professional Standards for Teachers and the Quality Teaching framework. Our whole school Quality Teaching initiative has given our beginning teachers access to a range of quality strategies, skills and resources, also promoting their ability to reflect and refine their own practice. These skills have been further utilized with many beginning teachers completing their Accreditation at Proficient teacher level in 2016.</p> <p>Further to this professional learning beginning teachers set goals of expectation against the teacher accreditation standards, were involved in Mentoring, off site professional learning courses, team teaching opportunities and focussed learning on beginning teacher DoE expectations. Each teacher had a plan developed and began collecting evidence towards their Proficient Teacher Accreditation award standard.</p>	<p>\$40,133</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	231	254	265	277
Girls	210	223	241	251

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.7	97.4	96.1	97.5
1	96.9	97.6	94	96.3
2	96.7	96.1	96.5	96
3	96.9	97.3	96.2	97.3
4	96.3	96.6	95.9	96.9
5	97.7	96.6	95.5	97.3
6	96.8	96.5	94.7	95
All Years	97.1	96.9	95.6	96.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KA	19
K/1D	23
KM	20
KF	20
1/2D	26
1M	24
1A	23
2H	25
2C	24
2W	26
3S	28
3M	29
3H	28
4K	28
4RB	27
4P	28
5S	27
5D	26
6P	25
6G	25
6A	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.78
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	0.4
School Administration & Support Staff	4.16
Other Positions	0.18

Oatley has had an Aboriginal Teacher appointed to as a permanent staff member.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Quality Teaching Rounds engage participants in observation of peers, debate and discussion about teaching through activities that introduce them to and establish a high level of capacity for coding, diagnosing, and refining classroom practice using the Quality Teaching instruments. Quality Teaching Rounds are designed to support teachers in negotiating diverse views about what matters in teaching and learning in a collaborative environment. "Building Capacity Through Quality Teaching Rounds", Julie Bowe, Professor Jenny Gore. As part of the QTR, Professional Learning Community Professional learning communities (PLCs) were established at Oatley PS to ensure: Long-term, ongoing commitment to a group; The capacity for the development of trust and respect; Colleagues with whom to debate and explore practice; Scope for breadth of insights/diverse views to be articulated. The Quality Teaching (QT) model provided a lens through which to comprehensively notice and assess what is happening in any lesson, and it is a tool for the systematic and specific analysis and judging of lesson quality, and enables a focus on the lesson rather than the individual teacher; The QT model is a 'deep knowledge map' of what matters in teaching and learning and provides a language to describe and make fine-grained distinctions about the observed lesson; QT provides a framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general.

Discussions should be a "lens through which to comprehensively notice and assess what is happening in any lesson – a tool for the systematic and specific analysis and judging of lesson quality". This was evident throughout every discussion in which the PLC's participated. The level of professional dialogue was excellent. There was a focus on the lesson rather than the individual teacher. This was emphasized by all Facilitators in the QTR's. The teachers had a framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general. The Quality Teaching Classroom Practice Guide was a consistent point of reference throughout the discussion. This proved to be the most effective strategy as each teacher was actually reading the document! Following individual coding, the PLC discussed the observed lesson drawing on the language and concepts of the Quality Teaching model. Disconfirming evidence or alternative experiences and views are discussed. The descriptors for each element provided an opportunity for participants to challenge particular long-standing assumptions about teaching and learning, student abilities, and perceived barriers to better teaching.

Financial information (for schools using both OASIS and SAP/SALM)

	2016 Actual (\$)
Opening Balance	0
Revenue	485 027
(2a) Appropriation	452 123
(2b) Sale of Goods and Services	6 425
(2c) Grants and Contributions	26 173
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	304
Expenses	-263 748
Recurrent Expenses	-263 748
(3a) Employee Related	-98 349
(3b) Operating Expenses	-165 399
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	221 278
Balance Carried Forward	221 278

	2016 Actual (\$)
Base Total	3 394 741
Base Per Capita	27 434
Base Location	0
Other Base	3 367 306
Equity Total	289 313
Equity Aboriginal	1 800
Equity Socio economic	6 605
Equity Language	196 814
Equity Disability	84 092
Targeted Total	88 960
Other Total	74 748
Grand Total	3 847 763

Financial information (for schools fully deployed to SAP/SALM)

	2016 Actual (\$)
Opening Balance	0
Revenue	485 027
(2a) Appropriation	452 123
(2b) Sale of Goods and Services	6 425
(2c) Grants and Contributions	26 173
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	304
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(3b) Operating Expenses	-165 399
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School performance

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys Parent/caregiver, student, teacher satisfaction Our school is committed to seeking the opinions of parents, students and teachers about the school. This was the first year our school participated in the Tell Them From Me surveys. Students in Years 4–6 were surveyed, as well as parents and teachers. The student survey responses were overwhelmingly positive with 154 respondents showing higher than average social, institutional and intellectual engagement. Our parent survey was also very positive and gave us insight into how parents feel about their engagement with the school and our school programs. Some particular highlights from the survey were in the following areas: I feel welcome when I visit the school, Report's on my child's progress are written in terms I understand, The school supports learning and expects my child to work hard, My child is clear about the rules for school behavior, Teachers expect my child to pay attention in class and maintain control of their classes, My child feels safe going to and from school. Our teacher survey had 24 respondents with lots of positive feedback. In particular, teachers identified collaboration, learning culture, teaching strategies and having an inclusive school as their most important of the eight drivers of student learning. All of the outcomes of the surveys were reported to the P&C and reflected upon to ensure new targets for improvement in 2016 were identified. Refer to strategic directions for progress this year.

Policy requirements

Aboriginal education

In 2016 the school maintained Acknowledgement to Country in all formal assemblies and is presently developing a professional learning plan that implements Aboriginal Education into school programs from new Australian syllabus. A committee has been formed and the school has joined the Australian Principals Council initiative program of Dare to Lead which supports professional development for staff. Two staff members and a community member attended the two day workshops. Celebrations acknowledging NAIDOC Week are integrated into the school's teaching program and part of that initiative was booking the company Koomurri to workshop all students in K–6 on Indigenous art, beliefs and dance. The purchase of resources will continue and recognition of special days for our Indigenous culture is relevant in our teaching programs.

Multicultural and anti-racism education

The school's cultural diversity provides valuable opportunities for an inclusive multicultural education within our classrooms. The teaching and learning

programs at Oatley Public School aim to provide students with an understanding of the Australian identity within a democratic and multicultural society. The school's Multicultural Policy embraces community harmony through teaching and learning activities, which address issues such as racism and intolerance. During 2016, students participated in the Multicultural Public Speaking competition, a valuable tool in raising student awareness of multicultural perspectives. This year, the whole school community came together once again to celebrate the Annual Christmas Markets. A day in which families from culturally diverse backgrounds came together to celebrate the upcoming festive season and to share their culinary delights such as food from Asia and Italy

Other school programs

Science continues to be a valued subject at Oatley Public School and students have engaged in many scientific experiences in 2016. Teachers have utilised resources such as Primary Connections (inquiry based program) to foster students' sense of wonder and expand their natural curiosity of the world around them. Strategies for differentiation, such as the use of PBL (Project Based Learning), have provided authentic opportunities for students to develop competencies in the processes of Working Scientifically and Working Technologically. As a result, students have further developed an understanding of the relationship between science and technology. Resources were obtained with allocated school funds to further enhance learning. The equipment purchased complemented units of work, providing students with a variety of hands-on materials. The school's Science Club is now in its ninth year. The program continues to be successful in providing students interested in science, the opportunity to interact with others in developing their knowledge and skills. Topics covered this year have included flight, sound, surface tension, chemical reactions, electricity, weather, living organisms, rocketry, DNA and more. Students meet at fruit break and are encouraged to bring along items of interest. Our strong link with the CSIRO supports Science Club through the Scientists in Schools Program has been maintained. The scientists linked with Oatley, one of whom is Dr Peter Osman, are encouraged to visit throughout the year to share their knowledge and assist students and teachers in developing their skills. We also welcomed drone experts to meet with students to share their expertise. We have been fortunate to secure a mentorship for a talented student in drone technology which commenced this year and will continue in 2017. Science Week, highlighting the theme: "Drones, Droids and Robots", was celebrated at OPS with the annual design competition. More than 50 students entered the competition which was showcased in the school foyer. The school's CREST group (a CSIRO's initiative— Creativity in Science and Technology) took an active role in teaching scientific concepts about robotics, sound and rocketry to their younger peers. A team of approximately 20 students led interactive lessons in 12 classrooms providing students with a range of hands on experiences. The school's P and C afforded prizes for the Design a Robot Competition and all students were recognized for their involvement and

Numbers enrolled in the school's CREST group who meet in their own time with a teacher to complete scientific investigations doubled this year. Twelve students successfully completed their Green level and for the first time at OPS seven students completed their Orange level, which involved a detailed study into the subject of microorganisms. Students in K–6 were involved in science incursions which supported studies in class. For example students in Stage 2 attended a Planetarium incursion, a visit to Sydney's Observatory and both Stage 2 and 3 were involved in an on-line inquiry based investigation into wetlands. Again this year students in K–6 were involved in lessons to support their knowledge and understanding of safe practices around electricity during Electricity Safety Week. A program supplied by Ausgrid provided resources for each stage level.

2016 was yet again another year of Creative Arts excellence. Students from Oatley Public School demonstrated their outstanding talents and shone within a variety of school and broader community initiatives. On a school level, our "Music Groups" programs continued and offered students the opportunity to explore their musical and dance skills. All students K–6 were offered grade based learning sequences and the success of this program was once again evident as the student's demonstrated enjoyment as they interacted with music and the fun experiences presented to them. Importantly, this program catered for our students who were not involved in the school choirs or bands and provided them with the opportunity to participate in music based learning. As always, our classroom Visual Arts programs continued to build our student's artistic talents with every classroom being a showcase for their beautiful paintings, drawings and artistic creations. Our staff planned and shared many artistic ideas in an effort to provide rich and meaningful experiences. In addition, stage based demonstration lessons were provided to the staff during a staff development day. Ideas, techniques and handy hints were investigated and the teacher's built upon their visual art knowledge and skills. Our students were also offered many experiences beyond those provided at the school level. Our pupils participated in a wide range of creative opportunities and in 2016 Oatley Public School attained a number of prestigious awards.

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successful Creative Arts year for Oatley Public School.

During 2016 the students of Oatley Public School once again demonstrated outstanding achievement within the Creative Arts. The K–2 classes began the new initiative of specialised music lessons under the guidance of Mr Kane Wheatley and the Year 3 to 6 classes maintained their “Music Group” programs; providing opportunities for music making, appreciating and dance for those students not involved in the school choirs or bands. Throughout 2016, our classroom Visual Arts programs continued to build our student’s artistic talents through a variety of teacher planned experiences. Relevant and interesting ideas and techniques were shared by teachers to enhance their visual art knowledge and skills. Oatley Public School students were offered many experiences beyond those provided at the school level. Our pupils participated in a wide range of creative opportunities and in 2016 Oatley Public School attained a number of prestigious awards. Our students had their artworks included in the 2016 SPAF art display and the Nagoya Art Exchange International Exhibition held in Japan. Our young artists also received awards within both the Lions Club Peace Poster Competition and the David Coleman Christmas Card Competition. The Create East and Create South combined creative arts theatrical initiatives were offered to our students in addition to a range of community competitions, drama ensemble auditions and various displays. 2016 was another successful Creative Arts year for Oatley Public School.

Throughout 2016, the Oatley Public School choirs proudly performed at formal and informal school and external events which included: School and stage assemblies; Local Aged Care Villages; Education Week; Senior Citizens Luncheon; The Oatley Public School Christmas Markets; and the end of year Performing Arts Showcase. The Junior and Senior Choirs, coordinated by Miss Downs Tuck and Miss Fernandez respectively, increased their choral based knowledge this year with a focus on: participation; scales; breathing techniques; Choir tuning; performance/concert etiquette; harmony; interval ear training; matching pitch; score; and exposure to a vast range of concert based repertoire. The Junior and Senior Choirs worked very hard and took part in the St George Performing Arts Festival representing Oatley Public School alongside approximately 360 students from several other schools in the district. All choir performers showed great commitment and have achieved remarkable growth and success throughout the year.

For the first time, Oatley Public School ran two music theatre troupes, 25 students from Stage 2 made up the junior troupe and 25 students from Stage 3 made up the senior troupe. Students in these groups performed numbers from Broadway musicals and sang and dance their way through the year. The Senior group represented the school at the St George Performing Arts Festival performing “When I grow Up” from Matilda. The senior troupe performed “You Can’t Stop the Beat” from Hairspray at the end of year Twilight concert and the junior group performed “It’s a Hard Knock Life” from Annie.

In 2016 we ran 3 Bands at Oatley Public School – the Training Band, Intermediate Band and our Concert Band. The annual Band Camp was held at school in June and was enjoyed by all. This event was well timed and contributed to both the Intermediate and Concert Bands being awarded Silver and Gold Performance Awards respectively at the Engadine Music BandFest. An outstanding result! The concert band opened the Casuarina Concert at the St George Performing Arts festival performing two of their own works and accompanying the mass choir in the concerts opening number. All three bands finished off the year by performing at the schools Performing Arts showcase night in term 4.

It was a wonderful year for dance at Oatley Public School with over 130 students participating in the program. Craig and Karyn Maguire from Pulse Studios managed the program with Craig also the choreographer and teacher. All students developed new dance skills and learnt to work as a part of a team. The dance program consisted of 4 dance groups. The Stage One group was the largest group consisting of 70 students. This group rehearsed weekly during Music Groups. The dance groups from Stage 2, Stage 3 and the Boys groups met before or after school. The groups had numerous performances throughout the year including Education Week, The St George Performing Arts Festival, Open Day and the end of year Performing Arts Showcase. The Performing Arts Showcase was a wonderful evening where all groups performed in front of parents and community members.

This year Oatley Public School entered two teams into the Premier’s Debating Challenge. Both teams consisted of members from Year 5 and Year 6 and were coached by Mr Dodd and Ms Adams. Team A and Team B were both very successful in the competition and at one point directly opposed one another in an exciting debate. The students undertook weekly training sessions during lunch times focusing on the matter, manner and method of a formal debate as well as how to structure a persuasive argument and rebuttal. Both teams demonstrated impressive debating skills throughout the competition and showed great passion and enthusiasm as well as positive sportsmanship. We are looking forward to continuing to improve our debating skills and welcoming new members in 2017.

The Italian language program at Oatley Public School is delivered as a component of the Release From Face To Face allocation together with Library. Students in Year 1 to Year 6 receive one hour of Italian as a community language program per week. Kindergarten students participate in a basic introduction to Italian language through songs and simple role playing activities. The Italian language program is integrated with the HSIE, Science & Technology and Creative Arts Syllabuses, however, the whole school curriculum forms the basis of programming and planning. Throughout 2016, students have undertaken various language and cultural activities designed to maximise the 1 hour time allocation for the Italian language program. The program is designed to deepen knowledge and understanding about language as a system. Through exposure to foreign language learning, students are encouraged to make linguistic

connections with Italian, English and other community languages which may be spoken at home. The 2016 Italian language program has implemented technology in meaningful ways within the classroom context. Opportunities arising from the use of new technologies have provided 21st Century learners with engaging learning experiences whereby students have consolidated their skills, knowledge and understanding through the creation and innovation process. Integration of iPad technologies has enabled students to create innovative learning tools ideal for peer sharing and peer tutoring with consideration to differentiation within the classroom. Students have been encouraged to build on their knowledge about language and culture while expanding their linguistic repertoire for communication through speaking, reading comprehension and writing tasks. Quality Teaching, in association with the Professional Standards for accomplished teaching of languages and cultures, has continued to underpin the core values promoted through the Italian language program at Oatley Public School.

The Green Sparks Environmental Group meets weekly and consists of the School Leaders and students from Years 1–6. The Green Sparks have been focused on achieving five main environmental initiatives this year: Developing and maintaining the school vegetable patch and fruit orchard by planting seedlings, watering the plants and harvesting the fruit. This will supply the canteen with fresh organic fruit and vegetables to sell. Maintaining the worm farm, compost heaps and weed bins to produce organic fertilisers for the school's gardens. Encouraging recycling and re-using within the school by monitoring the disposal of recyclable and compostable materials. Creating and maintaining a healthy and organic environment for chickens so that we may generate eggs for our school canteen to use as well as, develop a knowledge and understanding of the processes involved in keeping chickens. Installing and rejuvenating sensory gardens for the K–2 playground to provide students with plants that stimulate senses such as smell and touch. The Green Sparks are aware of the impact that they have on the environment and they have demonstrated an understanding of the key environmental initiatives taken on by our school. They achieved this understanding by working in and developing the school's garden with teachers, parent volunteers and volunteers from the community including, Bunnings employees and working closely with the School's Canteen. Opening up the new playground area named the Chicken Coup playground has been very successful.

In 2016 Oatley Public School implemented the Physical Education program, Got Game. Got Game provided highly energetic, education teaching professionals to coordinate Personal Development, Health and Physical Education (PDHPE), programs for students in K–6 throughout the year. In Term Two, Years K–6 students participated in student centred learning of fundamental skill development in Athletics. The unit was then followed by our school Athletics Carnival, which saw students inspired and motivated to succeed on the sporting field. During Term Four, Years K–6 classes participated in a Balance Rhythm Movement program, which combines gymnastics, a twist of dance and

fundamental movement skills. It is hoped that with improved skill development, students will be successful during class sporting activities such as, PSSA sporting competitions and community sporting programs. We aim for students to develop knowledge and understanding, skills and values and attitude that will enable them to adopt and lead healthy and fulfilling lives.

Oatley Public School has had another extremely successful year, delivering a varied sporting program. School-based programs include games skills improvement, tabloid activities, lead-up games to Netball, Soccer, Cricket, Oz-Tag, Tennis and Volleyball, Tunnel Ball, Captain Ball, Newcombe Ball, Softball and Hockey. Inter-school sport was offered in Cricket, Tee-ball, Softball, Soccer, Netball, Basketball, Mixed Rugby League, Boys Oz-Tag, Girls Touch Football, Newcombe Ball, Athletics, Cross Country, Swimming and, for the first time, Mixed Hockey. This year also saw the continuation of a three-season sporting competition for inter-school PSSA sports.

Oatley was very successful in the Australian Sports Commission in gaining grants for Sporting Schools program throughout the year. This grant was used to fund specialist sports personnel to provide specific developmental skills for our school sport students 3–6 and to fund a Bike Safety program for K–2 students.

Oatley Public School Ultimo Network award. Our nominee this year, Mr George Philips a Year 6 teacher from Oatley Public School was awarded the Teacher Excellence Award from the 2016 Network Awards. Mr Philips received his award for his knowledge and skills and dedication to student learning in the Mathematics curriculum and his dedication to all students in developing their talents in the Personal Development, Health and Physical Education curriculum.